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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

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EDITORIALS

Don't Discredit Children's Likes

ONE of the really great addresses that we heard the past summer was by Margaret Lowry, an associate of Mabel Glenn in the music department of the public schools of Kansas City, Missouri.

Miss Lowry was helping one hundred and fifty music supervisors to deal with jazz. The great sentence around which she created a dynamic preventive plan was this: "Never discredit what children like, for if you do they will discredit what you want them to like." From this she started in to appreciate jazz which has an attractive rhythm and some delightful chords.

Then she demonstrated the difference between trying to have children go from the jazz arrangement to the great melody which has been jazzed. She showed brilliantly that children would never go from the great melody to jazz without being jarred by the descent, while they would never go from jazz up to the melody, because they were infatuated with the rhythm and chords of the jazz arrangement.

Leaving music aside, when has anyone ever had a nobler bit of practical pedagogy than this? The most successful work in character creation in school of which we know, never talks to a boy about his conduct, never discredits what infatuates him, never lets a teacher present himself to a boy as a holy example of what he wants the boy to be, never tries to go from jazz conduct up to melody in character, but interests the boy in something really noble, and he doesn't go down to his former conduct without a jolt.

Pensions and Annuities

THE great educational problems are how to attract young men and women who are born with a love for teaching; how to improve that native devotion without stifling it with artificial professionalism; how to enable them to live adequately while teaching, and how to relieve them of all anxiety as to their life after they cease teaching.

Each of these problems presents its own claims for solution. Each is a complex problem of its own.

An alarming problem now pressing for solution is the future of women, especially, who are from forty to sixty years of age, who learned to teach before there were any of the modern processes for long distance power transmission of hydro-electric force, as it were. Women who were noble teachers when the requirements were

chiefly stimulating pupils who wanted to think and learn things that required hard study and clear thinking; women whose teaching has been done when there were wages instead of salaries.

A woman can hardly hope for a change of position after she is forty years of age. If above fifty she cannot hope to accumulate enough to provide for retirement even on the modern salary.

A woman above forty must attend summer schools, must buy and read modern books, must travel and must dress so that no one will suspect that economy is a necessity.

Everything magnifies the necessity of safe and adequate pension and retirement systems. Naturally the first ventures lacked experience, and safety was rarely a first consideration.

New Jersey teachers were among the first to launch tempting conditions, and they have always been alert in trying to solve the complex problems involved. Ida E. Housman, 519 Garden street, Hoboken, N.J., a teacher in the A. J. Demarest High School of that city, has prepared and published at her own expense "A Digest and Explanation of the New Jersey Teachers' Pension and Annuity Fund Law." It includes the text of the law and all important legal rulings.

This book answers the questions that arise in every state when these problems are under consideration. Miss Housman clearly states methods of calculating the benefits and illustrates everything by actual recent cases. It is a book for lawyers and legislatures of every state.

There is a movement throughout the United States to organize sound state retirement systems for teachers and to reorganize unsound systems. The New Jersey retirement law is based on actuarial principles; a study of this law shows how such principles may be used in formulating a scientific retirement system. This book will aid teachers interested in retirement legislation and students who are studying the problem of retirement systems in normal schools and colleges. It is a book of inestimable value to all teachers, school officers and others seeking to help the cause of education by solving a serious educational problem.

HON M. L. DUGGAN has been re-elected state superintendent of Georgia by a comfortable majority. He was in the service of the state for several years before his election as state superintendent two years ago. Georgia is in good favor educationally in every way.

The School Library

THE library is as important a laboratory as the chemistry or physics laboratory. It is the only universal laboratory vital to every other laboratory. It is indispensable, of course, in history and literature, in civics and economics, but no less vital in every science, in every vocational subject.

A library without a trained librarian is as useless as a flying machine without a skilful pilot. A library exposed to the salesmanship of a propagandist is sure to be a dumping ground of all sorts of stuff, bad as well as good.

Without intending any criticism of either side in the present controversy it has shocked the public generally to know that it was possible to use school books and school libraries for and against public utilities.

The school librarian is more important than any teacher because she guides, directs, and inspires students as to what to read and how to read for definite results.

DR. N. D. SHOWALTER of Cheney, Washington, won the Republican nomination for state superintendent of schools, and will unquestionably be elected to succeed Dr. Josephine Corliss Preston, who has been state superintendent for sixteen years. Dr. Showalter was county superintendent in Western Washington, and had long service as president of the State Teachers College at Cheney.

Research at Flood Tide

THE most interesting educational magazine article of August was the Harper's article on "Foundations, Universities and Research," by Harold J. Laeki, from which we quote sample paragraphs:—

"The research institutes report to the universities; the universities report to the directors of foundations; the directors of foundations report to their trustees; the trustees seek reports from detached outsiders upon the reports they have received.

"Conferences are held for the reception of reports; and men are judged by the impression of them the reports convey. Trustees look to university presidents to pick the professors likely to attract endowments from the foundations; university presidents look for professors who can produce the kind of research in which the foundations are interested; professors search for healthy young graduates who can provide the basis for the ultimate generalization.

"There are endless committees to co-ordinate or correlate or integrate. There are new executive positions for men who do not themselves research, but judge whether other people are suitable for the task of research. There are interim reports, special reports, confidential reports, final reports.

"There are surveys for the dissection of every problem, industrial, racial, national, international. There are experimental centres, statistical centres, analytical centres."

Historical and Biographical

(Second Article)

WHY BRIDGEWATER IS FAMOUS

THE Bridgewater State Normal School was not the first, nor the second, State Normal School in Massachusetts or in the New World, but it has a distinction that no other State Normal School has had and it is a distinction that no other school challenges.

The Bridgewater State Normal School forced Horace Mann and the Massachusetts State Board of Education to declare that the prime business of a state teacher-training institution is to prepare its students to be successful teachers.

It in no sense detracts from the glory of the achievements of Horace Mann's incomparable service to education in his ten years of legislative leadership and seven years of matchless state, national, and international leadership, to say that he was instinctively and vitally a propagandist.

Ralph Waldo Emerson was in his prime when Horace Mann was in his glory. The two were of the same religious creed. Mr. Emerson was in full sympathy with everything that Horace Mann championed so successfully, and yet the only reference to Horace Mann that any one has discovered in Emerson's writings was an opinion, written when Mr. Mann was at the height of his influence, that "Mr. Mann's success was due to his egotism." Horace Mann had to believe in a cause intensely; had to magnify it gloriously. This he could do when he championed institutions for the blind, the deaf and dumb, the insane, neglected children, above all when he insisted upon equal educational opportunities for all children.

When State Normal Schools were established Mr. Mann wanted them to have some specific aim. To deal quietly with students, to tone down their professional blood pressure, and to tone up their professional digestion could not satisfy Mr. Mann. There must be an injection of professional dope.

Mr. Mann wanted these schools to be tremendously enthusiastic over some method and fiercely opposed to something else. All of his success had come from believing in something that stirred every fibre of his being and fighting something else frantically, and he wanted the Normal School students, for instance, to believe they couldn't go to heaven unless they taught the word method, and that they would surely go to the other place if they didn't crucify every one who believed in corporal punishment.

A term of eleven weeks was sufficient for one to become inoculated and go forth a "Normalite" shouting "Glory, Hallelujah" for a method, and anathemas for those who believed in corporal punishment, but the shouting and the tumult did not always make successful teachers.

The two Normal Schools first established shifted principals and locations. Bridgewater had a principal who remained several years, and there was never any liability of a change of location of that school. The principal, Nicholas Tillinghast, was a real teacher, a graduate of West Point Military Academy, and he had been on the faculty of that famous institution. From the first he protested against allowing students to come when they felt like it, stay as long as it was convenient to stay, and when they could collect marks enough get a certificate. I entered the Bridgewater State Normal School when it was twenty-three years old, but I was in the sixty-first class.

After Mr. Mann's terrific experience with the Boston Masters, Mr. Tillinghast mustered adequate courage and resigned on the ground that it was impossible to prepare students to teach unless he could have them at least three terms, which was practically a year.

The State Board of Education refused to accept Mr. Tillinghast's resignation, and required all students to stay three terms in order to receive a certificate. This ruling applied to all three schools.

It was this stand taken by Mr. Tillinghast which gave Bridgewater its professional rank and led to its designation as setting a standard for preparation for teaching.

Does anyone ask why universities, which must inevitably be occupied chiefly with secular knowledge, should feel any great concern for the permanence of religious institutions? I answer, that universities exist to advance science, to keep alive philosophy and poetry, and to draw out and cultivate the highest powers of the human mind. Now science is always face to face with God, philosophy brings all its issues into the one word duty, poetry has its culmination in a hymn of praise, and prayer is the transcendent effort of intelligence.

—Charles W. Eliot.

Belding's Page

COURSES BY MAIL

CORRESPONDENCE courses have now become available in almost every subject under the sun. Even swimming and dancing are offered by mail, though probably these represent the extreme of impracticability.

More than a hundred colleges in the different states have put their facilities at the disposal of persons at a distance, through prepared lessons, explanations, and a system of marking papers which is usually clear and helpful.

Many schools operated on a commercial basis invite patronage, and some of these schools make impossible promises. How much unearned profit these schools have reaped from persons who started with huge ambition, paid tuition in advance and then fell out by the wayside, may never be known. But it must be a mighty sum in the aggregate.

The correspondence student who really goes through with a course or courses demonstrates an independence and persistency which should insure success and usually does, almost without regard to the intrinsic merit of the instruction itself. This may explain part of the magic claimed by the purveyors of learning at long range. The remainder is to be accounted for by the imagination of the ad-writer.

Let us not disparage correspondence courses. They are the best substitute for direct, personal instruction yet devised. In some ways the teaching can be made more individual than that of the classroom.

Colleges and universities which have entered this field are raising the standards and accomplish a work which is eminently worth while, if not, in fact, a duty to the public.

PROFESSIONAL SCHOOL—TWO TYPES

THE education department of a certain university attracts many students whose tuition fees practically pay for the cost of instruction. The professors are not supplied with private offices and assistants to the degree they might wish, but they have the satisfaction of meeting many students and giving of their best.

In another university's department of education attendance is small, but endowments are large. Each professor is supplied with assistance. Every encouragement is given the professor to make a name for himself and his university by writing books. But the lack of students is noteworthy. It hampers even a liberally endowed school, requiring it to pay low salaries to its younger men, some of whom find their prospects distressing.

Possibly there is room for the two types of professional school. The one is pre-eminently a school, the other an institution for research. A department combining the good qualities of each would be better than either one alone, measured by its ability to contribute to the cause of learning.

CHILD AS TEACHER

AN important instrument of adult education is the child. The reference here is not to the development which comes inevitably from the responsibilities of parenthood, but to the information and ideas which the child carries home from school.

Most of the Americanization which has been wrought in the minds and habits of adult aliens is a result of what the children took to their parents from the classroom and the playground.

Even in purely American homes the sons and daughters help their elders to keep in touch with changing currents of thought. Children introduce their parents to good literature, new ways of doing things, fresh views of life in its many manifestations.

THE TUTORING HOLDUP.

TUTORING by teachers becomes an issue at some time or other in most of the larger school centres. A very good rule adopted by many school boards forbids a teacher to receive compensation for help rendered to his or her own pupils. In the absence of such a rule the temptation to require a dull pupil to take private lessons at a smart fee is too strong for some teachers to resist.

The fact that such regulations are needful is unfortunate, since it reflects upon the integrity of teachers, many of whom voluntarily give time and strength to assisting pupils outside of school, and without thought of monetary reward. Any large and rapidly growing profession naturally has some members whose attitude is unprofessional. Some of these in the ranks of teaching have constituted tutoring a veritable hold-up game, virtually saying to their backward students: "Unless you pay me for extra instruction I will not let you pass." It is a wicked scheme and must be eliminated from the public schools.

Anson W. Belding

Associate Editor.

Who Should Go to College?

By W. F. WEBSTER
Superintendent, Minneapolis, Minnesota

FOUR hundred thirty-four thousand boys and girls graduated from public high schools last year. Four million were in attendance, forty-seven per cent. of all persons who were of high school age. It is a safe prediction that in another ten years two out of three of high school age will be in secondary schools, and that the number of graduates will reach seven hundred thousand a year.

The question which each of this host of fine youths is asking is: "What are you going to do?" In modern high schools long before graduation, this is a common problem: "Going to college or what?" And it is probably the most perplexing question youth has to answer; it surely is the most critical.

Now what answer do we hear? For several years Minneapolis high schools have been seeking the reply. It is a monotonous repetition with few variations. One-half expect to go into professions, with nineteen per cent. of the boys hoping to be engineers. Fourteen per cent. of all looked forward to teaching, while of girls thirty per cent. anticipate work as teachers and twenty-eight and seven-tenths per cent. will push the pencil or rather the keys. At the end of the procession come the machinists, mechanics, and electricians, altogether barely more than the number who expected to be lawyers, doctors, or architects, and only one-fourth the number of prospective engineers. No one chooses to work in a factory; and the sharpest ears do not detect an answer which implies a trade or common labor.

And yet what must they do? This world is going on much as it has. Sewers will have to be dug; streets will have to be cleaned; mortar will have to be spread; nails will have to be driven. Once America could ask Europe to send over some men to help us. But someone saw that this was suicidal, for there were not nice jobs enough to go around, and many of our native sons needed too long the help of a father to keep them from starving. Immigration was restricted, but the demand for people to work in all occupations has not varied. If there are to be but few more immigrants and if most native sons are to be high school graduates, it follows that finely trained youth must do common work. It makes little difference how much education a man has, he does not choose to starve. Further it is my opinion that as soon as these commoner occupations are manned by educated workers, the wages will rise. The measure of respectability of any occupation is largely a matter of the pay connected with it. Work is honorable, we say over and over; but work will be respectable just in proportion to the pay the worker can command. It cannot be made respectable by any pronouncement of teachers, preachers or governors.

The question which was asked, Why go to college? becomes more involved as one faces facts. This gray old world speaks in a low voice; none needs to listen. Yet whoever neglects the warning is bound to know pain and disappointment. The world says that forty per cent. of the boys will be working in mechanical and machine industries, but only twenty per cent. of them are preparing for these great lines. Twenty-one per cent. of boys will be in trade; six and four-tenths per cent. are looking forward to business. Ten per cent. of boys will be engaged in clerical occupations; eight per cent. choose this work. Girls will fill all spare places. Five per cent. are in the professions; forty-one per cent. are looking toward these highly respected occupations. It is small cause for wonder that many doctors, lawyers, and engineers are finding the pasture a bit bare.

Still they crowd the colleges; and as they pass through the campus gates their answers are many and various; to be among the chosen, to get culture, to be of wider service, and rising above all others one hears this, to be with the crowd. How many can be among the nation's elect we know. To be of wider service and to know the pleasures which follow rich culture are not confined to those who have attended college. I am inclined to think that the men in this city who today appreciate beauty in all forms and are giving to it most and enjoying it most did not get their inspiration from college halls.

The truth is that there is a far more intricate relationship between salary and culture than many have been willing to acknowledge. Few that dwell below the hunger line have any acquaintance with the lovely things of life. Almost none of them can make any contribution to society. As many college men who have been unable to support their families have become enemies of society as have continued lovers of the gentle muses. A vision of the land they can never possess does not induce supernal happiness; rather it often leaves its indelible mark of poignant suffering and bitter disappointment.

There is a prevalent notion among young persons that college doors are but an anteroom to

Aladdin's gold-seamed halls. This is frequently the theme of the college bally-hoos. Tables are prepared to show that graduates from one college ten years after are earning seven thousand five hundred dollars. And another tells us that four hundred fifty-eight of its graduates are averaging thirty-two thousand, seven hundred seventy-five dollars in the period between fifty and sixty years of age. Unfortunately there are tables showing that graduates from one college are earning twenty-two hundred dollars a year six years after graduation, and of another that the average man was earning six thousand dollars only when he had been at work twenty years. With these wide variations, the question is bound to arise as to whether it was college experience and a diploma which were responsible for the salary or the man himself. I am inclined to vote for the man. Certainly it must be the man that makes the difference between seven thousand five hundred dollars and thirty-two thousand dollars, not diplomas from different institutions.

An article in the May Harper's Monthly by Mr. Gifford, president of the American Telephone and Telegraph Company, will give rise to much comment. Here is an organization which employs in its laboratories about twenty thousand men. Of these, nearly two thousand are graduates of colleges or technical schools. These college men were divided into thirds according to their school records. Then he took a highly selected group of those who would fall in the highest ten per cent. in scholarship. He says: "In general, the normal expectation is that any college graduate entering business has one chance in three of standing in salary among the highest third of all the college graduates in his company. From this study it appears that the man in the first third in scholarship at college, five years or more after graduation, has not only one chance in three, but about one in two of standing in the first third in salary. On the other hand, the man in the lowest third in scholarship has, instead of one chance in three, only about one in five of standing in the highest third in salary. There is also nearly one chance in two that he will stand in the lowest third in salary."

And he adds that the curves for those in the top and bottom thirds show more rapid changes in salary up or down as the years go by. This study was not intended to show the value of an education; but it does show that it pays to be the best student in the class. The difference was not made by different curricula in different colleges. Many were from the same school. The quality of the man was responsible for the scholarship and for advancement, quick or slow. And the same qualities that won distinction in college win distinction in business.

Every youth should do a little prayerful study of himself before he decides to enter college. He should know that only three hundred out of one thousand who enter the grades reach high school; only thirty-eight of these will ever get to college; and but fourteen of these will finish. Dr. Brewer says that only thirty-seven and five-tenths per cent. of all those entering our engineering colleges complete the course. Dean Johnston has pretty conclusively shown that low-stand men in high school cannot hope to finish college. Some cause for hesitation.

Yes, the crowd goes; and the thoughtless young man who rushes along because his father went to college, his friends are going to college, everybody of any account is going, has not given a very satisfactory answer to why he is going. There are hazards there. To live four years a dependent upon home is dangerous; to play four years is disastrous. Better far invest the five thousand dollars it will cost in good bonds and then work and earn another two thousand dollars in those four years than to waste money and time at college and come forth a child reaching for playthings, a helpless infant among the realities of existence. For such, and there are many of them, the golden light of success will slowly fade into the twilight gray of failure. Indolence is a disease that will become chronic, and some day will take its victim to the place of buried hopes, far from the sight of his fellows. Never forget that indolence flourishes quite as luxuriously beyond a campus fence as along Weary Willie's dusty road.

Who should go to college? They who are able to achieve success, they who labor when they are weary, they who hold steadfast before their eyes a great purpose, a high ideal. Why should they go to college? Not just to be with the thoughtless crowd, but to expand their powers and to use wisely their opportunities, so that they may scatter among their fellows the blessings which flow from a life overflowing with rich significance.

School libraries should contain books on the lives of men who stood fast and suffered long, who dared while others fled, and who did not become great by leading a life of ease.

—F. J. Vogltance.

"A Library in Every School"

By MARION HUMBLE

New York, N. Y.

THE ability to read, and to find information in books, are surely qualities which every child gains from school, no matter what his home environment may be.

How then shall a school be adequately equipped and furnished if it has no library? Or, having a library, does the school fulfill its duties if it does not keep that library up-to-date and attractive, and send its pupils into the world not only with the ability to read and to use books for information, but also with the habit of reading for enjoyment?

And yet when the finest modern high school building was recently completed and dedicated in Baltimore, it was found that provision for a library had been completely overlooked, despite the expert architects and special supervision that had been employed.

The American Library Association believes that a school library is an essential of the modern school, and that the effective school librarian is one who stimulates in boys and girls a wholesome curiosity about books, and a desire to possess books; who helps to develop correct reading tastes, and encourages reading for pleasure and profit; who provides for pupils systematic instruction in the use of books and libraries, and for teachers and administrators intelligent professional service; who makes the library a centre for the socialized activities of the school.

Further, a minimum expenditure for books of $1 per year per pupil enrolled, is recommended, and even for the small high school with 200 pupils or less, a full-time librarian or a teacher-librarian.

The school library standards set up by the North Central Association of Colleges and Secondary Schools recommend that schools of 200 or less pupils have a library of at least ten books per pupil, and that high schools with an enrollment of 500 to 1,000 need libraries of 3,000 to 8,000 books. The southern states have followed suit with the adoption of standards for high schools, recommending that smaller schools of 100 pupils have at least a separate classroom or end of the study hall fitted up as a library, with at least 500 well-selected books, exclusive of textbooks, and that the schools with 1,000 or more students have libraries of 5,000 or more well-selected books, and spend at least seventy-five cents per year per student for books.

In practically every new school building special rooms are provided for science laboratories, manual training, domestic science, and other studies, rooms that are sometimes in use but once or twice a day. The library room which would be in use all day, and which would supplement the work of every department, should be planned most carefully in order to give the greatest service to every teacher and pupil.

The growth of the school library movement during the past five years has been encouraging. If it is true, as Florence Milner of the Harvard College Library states in September St. Nicholas, that the best reading years are the years before twenty-one, the school children of to-day are developing the habit of reading which will not fail them in future years.

In 1927 the legislature of Alabama increased the annual appropriation for rural school libraries from $6,700 to $25,000. This sum must be met by twice the amount from the counties, which means a potential expenditure of $75,000 or more for books each year.

In North Carolina a special fund of $10,000 for library books was appropriated by the state legislature, to stimulate school libraries. The state allows $50 from this fund for every $100 appropriated by the local school committee and County Board of Education.

In Tennessee the library orders for schools in December, 1927, were three times as large as in December, 1926, due chiefly to book exhibits placed by the Board of Education at State Teachers' College, the state meeting of the Parent-Teachers Congress, the State Teachers' Association, and at county fairs.

The state library commissions, the library supervisors of the State Board of Education, the American Library Association, 86 E. Randolph Street, Chicago, and the H. W. Wilson Company, 958 University Avenue, New York City, issue lists of books approved for school libraries.

"Children's Book Week," an annual November event in schools throughout the United States, is the occasion in many small towns and cities for stimulating interest in boys' and girls' books and in the need of more books for public or school libraries. The week this year will be held November 11th to 17th, with thousands of libraries, bookstores, women's clubs and parent-teacher associations co-operating with the schools in planning book exhibits and book programs. Attractive posters in color and suggestions for school projects and book publicity may be obtained from the National Association of Book Publishers, 25 W. 33rd Street, New York City.

College English

By P. W. HORN

Texas Technological College, Lubbock

I HAVE been wondering whether the course of study in English in the average college is what it ought to be or even whether it is the best it might be. What is your opinion about it?

I think there can be no difference of opinion concerning the fact that English is in general the most important single subject taught in our schools and colleges. This is true if for no other reason because English is the ordinary method of communication between people of a large part of the world, and is the tool used for gaining any understanding of practically all the other subjects that come up in college life or in the great world outside of college.

There is a very general feeling among college people that English is the subject in which most students entering college are most poorly prepared. There is also a fairly general impression among people in the business and professional world that English is the subject in which students leaving college are also rather poorly equipped.

One of the reasons that may be given for the fact that many students are poorly equipped in English is to be found in the complexity of the subject. The work in mathematics may perhaps be used as a sort of illustration by way of contrast. A student may by diligent effort apply himself to a comparatively narrow range of subject matter, and may by mastering a few textbooks become proficient in mathematics. At any rate, he may fairly readily learn all the mathematics he is likely to be called upon to use in every-day life. The case is different in English. A student might master every textbook on English used in the college, and yet might be largely ignorant of the great background of English literature outside of the college textbooks.

It is this matter of background that makes the difference. A student may come to college knowing very little about chemistry, physics, biology, geology, mathematics, Spanish or French. He may, during the four years of his college life, acquire at least a fairly good knowledge of these subjects. With English, however, it is different. If a student enters a college at the age of eighteen without having formed correct habits of speech, and without having any acquaintance with English literature beyond what is gained in the moderately good elementary schools and high schools, it is doubtful if he can possibly gain in the four years in college that ability to use English and that knowledge of English literature which are ordinarily considered essential for cultured or efficient people.

This statement, of course, raises the question as to what should be the purpose of teaching English in high school or college. Without going too deeply into the subject, it may perhaps be agreed that there are at least four such purposes. They may be enumerated about as follows:—

(1) To enable the student to speak and write English with reasonable correctness, clearness and force.
(2) To enable the student to become acquainted with the best things in English literature.
(3) To inculcate into the student a love for the best in English literature.
(4) To establish in the student habits of reading good literature.

If we agree upon these four objects as representing the purposes for which English should be taught in high school and college, they may at least serve as a guide as to the course of study in English.

It may perhaps be admitted that the ability to write and speak the English language correctly is one of the tests of real culture most frequently applied in every-day life. The man who allows gross errors in grammar to crop up in his speech or his writing is not likely to be ranked as a man of culture, no matter how great his skill may be in other particulars. Furthermore, and even worse, the man who is unable to express his thoughts with reasonable clearness to other people is not likely to receive credit for having such thoughts and is not likely to be able to place his own ideas into effect. It is, of course, claimed by college men that the grosser errors of speech ought to be eliminated in the elementary school and in the high school. With many of our students this condition actually exists. Nevertheless, experience shows that in any freshman class there are likely to be at least a few students who say: "I seen," "I have went," or even "I have did." There are likely to be students who in their writing sometimes begin their statements with a small letter and close them without a period. They should have learned better in the high school, but some of them have not done so. If these students are admitted to college at all, common honesty demands that we do what we can to help them accomplish what they ought already to have accomplished in the high school.

Much has been written in comparatively recent years concerning English I, or English A, or whatever else the freshman English work may be called. Much of this lays emphasis upon the difficulties in the way. I do not believe that these difficulties can ever be removed by the application

of any rule of thumb or by any strictly mechanical device. If a student who enters college without knowing how to speak good English is ever to learn to do so, it will be by a line of work which contains mechanical drill, but which also stresses the spirit of English in such a way that the student becomes interested in actually saying something worth while. Freshman English to be successful cannot be either purely mechanical or purely spiritual. It must have something of both. It must be soul inspiring, rather than soul deadening.

I am strongly of the opinion that the teaching of freshman English is the most important single piece of teaching to be done in the entire college, as well as the most difficult. The teachers assigned to this work should be equal in ability to those doing any other work in the college. The good teacher who dodges this work on account of its difficulties, or on account of his individual tastes or preferences, is recreant to his duty as a teacher.

Among the other qualities which the teacher must have in order to succeed, even moderately well, in teaching freshman English, is the inspirational quality. Unless the teacher can induce his student really to love English, and particularly to love to write English, he is not likely to succeed in this work to any considerable extent.

When we undertake the task of helping the student to become acquainted with the best things in the English literature, we undertake a work which overwhelms this by its very vastness. For something like a thousand years men have been thinking and have been recording their thoughts in the English of their day. Many of these written records were not worth preserving, and so have long since been forgotten. On the other hand a certain small percentage of these records have been adjudged by the great heart and brain of the world to be worthy of preservation. It is no small matter to expect any one individual in a comparatively few years to obtain even a casual acquaintance with any considerable portion of what men have written in the past centuries.

And yet, a decent respect for the opinion of mankind demands that we should know a considerable portion of this literature and that we should know of a considerably larger proportion. The boy who fails to do this is falling short to that extent of getting in touch with his great world heritage. He is immeasurably the poorer by his failure.

To point out specific instances as they come to mind, it may be said that if a grown man has never read "Hamlet," or "Ivanhoe," or "David Copperfield," or "Evangeline," his life is like to be the poorer for his not having read them. The omissions will, unless counteracted by other things, forfeit his right to be classed as a man of culture. If he does not at least know something about Milton, or Spenser's "Faerie Queene," or Gibbon's "Decline and Fall," or Chaucer's "Prologue," he will likewise be the poorer.

Frankly, it may be doubted if the four years of college life are long enough to place a student in touch with these men and their writings, unless he brings with him to college a considerable acquaintance with them. In the good elementary schools and high schools of today the student is very likely to read "Evangeline" and "The Barefoot Boy," "The Great Stone Face," and a play or two of Shakespeare's. In fact, the student who graduates from a first-class modern high school after eleven or twelve years of training, under a modern curriculum, has made much progress toward an acquaintance with things worthwhile in the English literature. However, in spite of modern progress, such high schools are still the exception rather than the rule. When the time comes that they are the rule rather than the exception, the work of the college teacher of English will be much easier than it is.

Until that time comes, however, there will be great responsibility resting upon the preliminary or survey course in English given early in the college curriculum. Much can be done in one good solid year of college work, though not everything. The planning and the giving of such a survey course will remain for many years one of the most important and difficult pieces of work in connection with college teaching.

One danger in the way is the tendency to specialize too early. The college teacher of today, trained in accordance with the best university usage, becomes more or less of a specialist. The greater his training, the closer is likely to be his specialization. He must keep steadily in mind the fact that specialization is for mature men and not for immature boys and girls. A student who might study Browning for four years with profit would, on the whole, be a loser if he knew nothing about Shakespeare. On the other hand, a student who had specialized in Shakespeare, but who had never heard of Tennyson, would have a distorted view of English literature.

There is danger that the likes and dislikes of the instructor will work their way into the curriculum. This is one of the things to be guarded against. The fact that an instructor personally classes "In Memoriam" or "Evangeline" as "apple sauce" does not in any way lessen the force of the fact that the judgment of the world classes both of them as distinctly worthwhile.

There is also danger that premature specialization may lead to the too early inclusion of comparative literature in the English curriculum. It is doubtless well worth while for a student to have a knowledge of French literature or Russian litera-

ture. Nevertheless, it is undeniable that the student needs much more a comprehensive knowledge of the literature of his own English tongue. It is much more likely that Russian literature or French will find a proper place in post-graduate work than in under-graduate work.

The whole matter is one of selection based upon relative value. Contemporary literature should come in merely in proportion to its value. It may be worth while, for instance, for the student of today to know something of Milt Gross. If, however, the inclusion of Milt Gross means the exclusion of Tennyson, or Browning, or Shakespeare, it ought to be on account of the judgment of the English Department as to relative value.

There is no more important a course in the entire college curriculum than is the course of English. It needs to be carefully studied out and to be revised from year to year. In it the most important things should come first. The general knowledge should precede the special knowledge, and the welfare of the student should take complete precedence over the likes or dislikes of the instructor.

What Can the Young Rascals Mean?

OLD-timers of forty or fifty, wagging their venerable heads over the vagaries of the younger generation, should not pass up the opportunity for dismal forebodings presented by the opening of school. If disregard for tradition by youth warrants the clicking of elderly tongues against virtuous though ephemeral teeth, here is a situation that should make the chimney corner ring as with the rattle of musketry.

All over the state the youngsters are trooping back to school, 100,000 of them right here in San Francisco rarin' to go, and these young rebels against authority and tradition don't seem to mind it at all. Many of them actually seem to like it. What is the world coming to, and what will happen to our sacred institutions when they pass into the keeping of this strange and perverse generation?

Nor do we have to wait so long to see some of the havoc created by this departure from time-honored custom. Right here and now it is creating considerable embarrassment. The jokesmith is robbed of a perennial source of inspiration. The comic artist loses a hardy annual. Even the astute and learned editorial writer may be a little fussed to find that his old-line preachment on the occasion has to be revamped out of all recognition.

There isn't much fun urging youth to curb its rebellious spirit and avail itself of the blessed opportunity of America's incomparable school system when youth doesn't show any rebellion. Youth may have its own ideas as to what the opportunities are and he may intend to shape them to suit himself. But he is quite sure they are there, and he is ready to grab them off.

Yes; the children of today are a queer lot. They are apt to be bored by automobile rides, and even occasionally to stick up their little noses at the movies. Swimming is different, but vacation is not one long swim. The youngsters get tired of vacation and are actually ready to go back to school.

Strange generation! No wonder the old-timers are flabbergasted.—Editorial, San Francisco Chronicle, August 20, 1928.

Influence of the Teacher

When we speak of the inspiration of the schools we think at once of the teacher whose personality inspires respect and confidence, provokes effort, makes indolence and indifference seem unworthy, arouses ambition, and whose knowledge and wisdom are a constant lure to effort on the part of the students. The teacher is the inspiration of every school . . . and rarely does a teacher fail! The men and women in America today know this; they who bear the responsibilities of the families, the communities, and the nation, do not forget to attribute their ability to carry on to the inspirational influence of teachers. Great teachers are found at some time in every school; when they linger long enough and when there are enough of them, the community becomes great — there is no resisting their inspirational power.

—Mrs. Susan M. Dorsey, Supt., Los Angeles.

Traveling Through Tropical Isles

(Fifth Article)

By L. H. PUTNEY
Boston

Through the Lesser Antilles

ANOTHER day will soon be behind us, for the shades of night are falling with that swiftness which is so characteristic of the tropics —at one moment it is broad daylight and at the next full night with nothing in between that resembles the twilight of the more northerly latitudes. In front of us stretches the Savannah which serves the people of Port of Spain, the capital of the little British colony of Trinidad, both as a broad grassy park and as a field for their sports and horse races. A half mile or so away we can glimpse the outline of Government House, which is made doubly impressive with its rich setting of tropical foliage, and far beyond rise the densely forested slopes of the Northern Mountains.

Since our last letter we have slowly threaded our way through that long chain of islands to which the ancient geographers gave the name Lesser Antilles from the mythical land "Antilla," located on the pre-Columbian maps somewhere in the unknown West. Starting with the Virgin Islands, just to the east of Porto Rico, it stretches southward for almost five hundred miles to the very delta of the Orinoco. So close are these islands to one another that only once or twice on the entire trip was the steamship Dominica out of sight of land. By the old Spanish sailors the more southerly of the Lesser Antilles were known as the "Windward Islands" because they were in the path of the prevailing northeasterly winds, and those farther north as the "Leeward Islands" on account of their more sheltered position. The hundreds of islands comprising the group vary in size from Trinidad, which is slightly larger than our own Long Island, to tiny islets of only a few acres.

Although many of these islands are near neighbors to the Virgin Islands of the United States, few Americans even know the names of the largest and fewer still have looked upon them. This is true even of those whose business calls them periodically to Porto Rico and St. Thomas. Although St. John's on Antigua, the capital of the confederation of northern islands to which is now given the name Leeward Islands, is only a night's run from St. Croix, and Roadtown, the seat of government of the British Virgin Islands, is distant only a dozen miles or so from St. Thomas, for all practical purposes they might as well be hundreds of miles away, for were it not for the monthly inter-island steamers from New York, the only means of communication would be an occasional sloop.

So different are these islands that it is extremely hard to generalize. Most of them are under British sovereignty, but two of the largest—Guadeloupe and Martinique—belong to France, while St. Eustatius, St. Martin, and Saba with her precipitous walls rising to such perilous heights, owe allegiance to the Netherlands, being attached for administrative purposes to Curacao, which is hundreds of miles away, off the Venezuelan coast. All excepting Barbados are of volcanic origin and from time to time are subject to eruptions and other titanic disturbances. On practically all of them may be seen numerous old craters, living reminders of their igneous origin. The farther south you go the more abundant becomes the rainfall; and the greener and more tropical the islands. As a result, while the Virgin Islands and even St. Kitts may be suffering for water, Dominica and St. Lucia, and the islands beyond, will be contending with torrential rains.

Although Barbados is only the sixth in size, it the most densely populated of all the Lesser Antilles, having 942 persons to the square mile; this means that few regions anywhere may be compared with it for density of pupulation. Except for one small corner it is wholly of coral formation, to which it owes its peculiarly low appearance as seen from the sea. It is unusually fertile, due to the fact that much of the soil is dust which has settled over the island after eruptions of Mt. Soufrière, a live volcano over on St. Vincent.

For all practical purposes all of the islands are "black" lands, although in both St. Vincent and Dominica there are still a few remnants of the original Carib inhabitants living in remote villages far back in the mountains. That these natives have survived, while none of the Arawaks of Porto Rico and the other Larger Antilles have done so, is explained on the ground that they were a much more warlike people than the latter.

In all the islands there is a small pure white element, but no census figures are available to show the exact number, due to the fact, we were told, that many who would be classified mulattoes in the United States or England here are considered whites. However, the largest percentage is undoubtedly found in Barbados, and the French and Dutch Islands. In the first-named island estimates vary from ten to twenty-five per cent. of the total population (156,312), and judging by what we have seen on the streets of Bridgetown on our several visits, we would say that they are not unreasonable. While the pure

whites, nearly everywhere except in the French islands, draw rigid social lines, officially no such ostracism is practiced as exists in the Virgin Islands of the United States. As a result the blacks seem well satisfied with their situation and you hear no grumbling against the government or any demands for independence.

In Trinidad at least one-third of the population is East Indian, principally Hindus, with a small sprinkling of Moslems. Nowhere else in this part of the world, except in Demerara or British Guiana, over on the mainland of South America, two hundred fifty miles to the south, are these people found in any number. One result of this large East Indian population is a monthly line of steamships between Port of Spain and Georgetown, the capital of Demerara, and Calcutta, with a large passing to and fro, although to do it involves traveling more than half-way around the world. It seems that after Britain abolished slavery in the West Indian islands in 1834, there was a great shortage of labor. To alleviate this an act was passed by Parliament authorizing the importation of East Indians as indentured servants. Although provision was made for their return to India when the term of service was up, most of them seem to have preferred to stay. Many of those one meets today belong to the second or even third generation, in spite of the fact that the importation did not cease until about ten years ago.

The presence of so many East Indians lends to life in Trinidad a very different color to that found in the other islands. Not only does one meet on the streets old negro women, with long skirts trailing in the dust and gaudy-colored turbans on their heads to serve as supports for huge baskets filled with live chickens or fruits, or for trays of home-made candies, but also many Indian women, dressed in loose flowing white robes and with their arms, feet, and heads bedecked with gold and silver jewelry according to their wealth. Indeed, it is not unusual to meet one of the latter with as many as twenty or thirty heavy silver bracelets on each arm, a headpiece and perchance a necklace of beautiful workmanship frequently studded with gems, and handsome gold rings in both the nose and ears—a veritable exposition of the Indian silver and goldsmith's art. We understand that many of the poorer coolies keep all their wealth in this form, with this advantage, at least, that they know where it is.

In general, it may be said that the Lesser Antilles possess local autonomy. Omitting the Dutch islands, which, as we have already seen, are attached to Curacao for administrative purposes, all of them have representative assemblies, or at least councils including a number of elected members. In this connection it is interesting to learn that, excepting the House of Assembly in Bermuda, the Barbados House of Assembly is the oldest legislative body in the British Empire outside of the Houses of Parliament themselves.

Trinidad and Barbados are practically self-governing colonies, although the governor and the higher officials receive their appointments from the British crown. Since 1871 St. Kitts, Antigua, including Anquilla, Dominica and Nevis, Montserrat, and the Virgin Islands have constituted the federation of the Leeward Islands, the capital of which is located at St. John's on Antigua. There is a federal council presided over by the governor to legislate on matters affecting the entire federation, and in addition each of the five "presidencies" has its own administrator, also appointed by the crown, and a local council, which is partly elective. It is interesting to find that there are two sets of postage stamps in current use in the Leeward Islands—one, a set of federal stamps; the other, a local series sold only in the particular presidency. Because the latter are rather large, most of the local residents are said to prefer to sacrifice advertising their own island for convenience, and employ the Leeward Islands stamps. Grenada, St. Vincent, and St. Lucia are united under a single governor, who bears the title "Governor of the Windward Islands," but they are not federated.

Neither the Windward nor the Leeward Islands enjoy the autonomy possessed by Barbados and Trinidad, for before any work of consequence can be started by their local governments permission must be secured from the Colonial Office in London. With such a millstone around the neck, it is not surprising that the material development found in the southern islands is entirely lacking here. For example, it was only a few weeks ago that Basseterre, the capital of St. Kitts, reached the dignity of electric lights. Everywhere we found considerable discontent voiced by the better classes, especially the big planters and business men, because the crown insists on sending out as governors old army officers, who are about ready to be retired. Not only do they usually know nothing about administering civil affairs, but since they reach the age for retirement while serving the islands, according to English law their pensions must be paid by them.

In only one respect is there anything resembling union in the British portion of the Lesser Antilles. They do have a single supreme court, which consists of the chief justices of the Leeward Islands, Windward Islands, Barbados, and Trinidad, together with the chief justice of British Guiana. This is said to be a very able court; certainly law and order prevail wherever you go, although there is not the disposition to meddle with private matters so apparent of late in our own country.

[To be continued.]

Personal and Professional

MRS. ADA COLLINS HOLMES, who becomes Dean of Women at Rollins College, is a graduate of Smith College with graduate work at Columbia University. She is also a graduate of the Prince School of Salesmanship and Personal Management, Boston. No one has had better preparation for efficient service in Rollins, where President Hamilton Holt is making a famous demonstration in modernizing college work.

DR. WALTER S. ATHEARN, dean of Boston University School of Religious Education, will spend the year abroad, studying conditions with a view to formulate plans for an international basis of education along the lines of morality and religion.

He will first visit Egypt and the Near East, going from there to Rome and Geneva and thence to every European country. As chairman of the division of character, moral and religious education of the World Federation of Educational Associations, he will establish headquarters in Geneva, and there will marshal his helpers. Through leaders in different countries he expects to eventually establish a national department of education in each, the result of the observation and work completed to be reported to the next conference of the World Federation, which will take place in Geneva in the first week of August, 1929.

FRED W. ARBURY, 931 Euclid Avenue, Detroit, one of the best known schoolmen of Michigan, has been with the John C. Winston Company as the Michigan manager, for eight years. At the Business Conference of the agents at Minneapolis just before the National Education Association meeting the company presented Mr. Arbury with a handsome gift of gold and Mrs. Arbury with a matchless bouquet. It was a gala occasion.

ELLSWORTH COLLINGS, Ph.D., author of "Project Teaching in Elementary Schools," Dean of the School of Education, University of Oklahoma, has had a wide range of experience as teacher, principal, superintendent and member of the State Department of Education in Missouri. He is the author of several professional books and is rendering good service in magnifying successful elementary school work in Oklahoma.

JOHN RICHARD CHENEY, Ph. D., goes to Wesleyan University as associate with William W. Wood, the football coach who is to be secretary of Young Men's Christian Association and with Professor Chanter in other religious work of the University. In his college days Dr. Cheney specialized in football, debating and music and was closely identified with all religious activities. For the past five years Dr. Cheney has been pastor of a Dorchester church of Boston, and has been active in socio-religious functions in the city. Wesleyan is making religion attractive to live-wire students in many ways.

O. S. HUBBARD has been promoted to the superintendency of Fresno, California, following the election of Walter R. Hepner as superintendent of San Diego. Mr. Hubbard won state-wide reputation as a county superintendent before he became assistant to Dr. Hepner. Fresno has had three superintendents in two years—William John Cooper, who went to San Diego and then to the state superintendency; Walter R. Hepner; and now Mr. Hubbard.

JOSEPH CARHART, president of North Dakota State Teachers College, Mayville, 1897-1907, has been remembered by his students in a memorial tablet at the college. It was dedicated at the commencement this year. Among the speakers were Miss Bertha R. Palmer, state superintendent, and Dr. Carhart's daughter, Mrs. H. Havorson.

CHARLES R. FRAZIER, assistant superintendent, Seattle, brings to this opportunity and responsibility an unusual preparation and personality. He has had service in the state department of Minnesota, in the State Teachers College of Winona, Minnesota, and in the presidency of the State College, Pocatello, Idaho. He has the scholarship, the adaptability and affability. Superintendent Thomas R. Cole has been exceedingly skilful in the selection of his associates. It would be difficult to find a more everyway efficient group of men locally and nationally than Frank E. Willard, Samuel E. Fleming, and Worth McClure with whom Dr. Frazier will be associated.

H. H. BRYANT, dean of publishers' agents of New England, after thirty-four years of service of Ginn & Company in Maine, is retired to enjoy at Moosehead Lake one of the most charming summer homes in the country and to revel in the luxuries of the resorts of southern climes in the winter months. Mr. Bryant has been a vital factor in creating the high professional tone of the school book business of Maine. He had been prominent in educational service for twenty years before he allied himself with the publishing house in which he has rendered notable service since 1896. Mr. Bryant has several children each of whom is eminently successful in commercial or professional life, which, of itself, makes it a joy to be care free while he can enjoy leisure.

School Problems

Edited by a School Executive

159. Who would be responsible for class discipline during the visit of the special supervisor? (California.)

This has always been a much mooted question, but logically there can be but one answer. The person who does the teaching must have charge of the discipline. The lesson itself if properly taught takes care of the discipline, and if one person teaches and another maintains order you have a division of authority, which is bad for the success of both teaching and discipline. "But," I hear some classroom teacher say, "if I left my class to the music supervisor they would walk right off with him." And another says: "If I left my fourth grade with that art supervisor where would she be?" Yes, unfortunately many of our special teachers know their subjects beautifully, but are not trained in school management, and if not gifted naturally in caring for difficult boys or girls they may have trouble, but with proper supervision from the superintendent or general supervisor they can soon learn. In the meantime, of course, the classroom teacher must shed her benign presence on the situation. No good teacher wants anyone breaking in on her development of a lesson with directions relative to order, and consequently the special supervisor is naturally the person to care for the discipline of the class, getting what assistance she has to have from the teacher if necessary. A clear understanding on this point by the principal, supervisor and classroom teacher makes everybody happier.

160. How can I cut down this resigning of teachers in the summer and the requests for release without working notice, which always accompanies it? (Missouri.)

As long as we have a summer vacation I suppose we will have a summer turn-over, and with the surplus now on the market it is not quite so serious as it was. Yet I agree with you it needs cutting down to a minimum. Good salaries, sympathetic supervision and opportunities for growth are some of the things that keep teachers in a system. It is a good plan to check up on those three lines and measure your chances for keeping your teachers. Plain fact facing will soon show you where you stand and give a basis from which to reckon your turn-over.

Then in the spring it is not a bad plan to have your teachers who may be seeking positions elsewhere put down for you the conditions which would make them content to stay with you the next year. You will not be able to meet all of them, but you may be able to satisfy and keep some, and in any case you will have something by which to judge your turn-over in the coming summer and prepare for it by finding available teachers of a desirable kind before the last minute which means taking what you can get. This has been tried in one of our eastern states with some success.

161. How large a class do you think a teacher should have? (Virginia.)

In the grades forty pupils is about as large a class as a teacher can handle successfully, and from thirty to thirty-five is much better.

In the high school or junior high twenty-five is a generally accepted number.

Special classes for sub-normals should run from a dozen to fifteen, and classes in hand work are best when kept from fifteen to twenty according to the kind of work and age of pupil. This question is answered in the light of public school conditions, and has no bearing on private schools where the numbers are much smaller.

162. The social science, geography, history and civics seems to be the weakest line in our teaching. How can I improve it? (Colorado.)

Your situation is common, I think, and the weakness is due usually to one of two causes, lack of scholarship on the part of the teacher or use of the wrong teaching technique. Social science teaching calls for a rich background of knowledge and social experience. "Where there is no scholarship there can be no teaching" shows up most plainly here. That means that teachers handling these branches need to constantly study and improve themselves definitely in these lines. Reading courses and travel, if possible, is the answer to that. Enthusiastic teachers should be carefully chosen and encouraged by principals and supervisors to teach the social sciences. Then, as to technique, drill procedure means dead work, failure in these subjects. There is very little call for it. These are problem-project subjects with some opportunity for appreciation technique. Make the thing live. Good size units of work, individual projects and class problems are the way. Tying it up constantly with the present and place of the pupil is the hope of keeping the work interesting.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Mornings in the Out-of-Doors

During the coming year, once each week, Mr. Egan will take the children on a delightful ramble in the out-of-doors. Each ramble will deal with some remarkable thing found in nature; something that indicates far-seeing wisdom or character, or appreciation of beauty. In order to make these rambles as real as possible Mr. Egan calls himself Uncle Jed; Jed, of course, being the abbreviation of Journal of Education. We trust that this series will give both teacher and pupil an insight into the wonders of the world about and lead them to see purpose and design everywhere. We suggest that following the reading of each ramble the class look up the matter in reference books where illustrations and additional information will be found. —Editor's Note.

The Builder of the First Net

Good morning, girls and boys:—

What a lovely morning this is! I have been listening to the roar of the water going over the old mill wheel. What a busy sound it has, as though it keeps saying over and over: "I must turn the mill wheel round and round. I must turn the mill wheel round and round." Indeed, the water rushing over the old wheel is but a symbol of what is going on all around us all the time. Everything in the world is very busy about something.

Just glance over there between those two tall reeds. What do you see? A spider web! Of course! You have seen thousands of them before. You have seen them in the corners of rooms and in the fields and across crannies in the rocks, but have you ever stopped to think what a wonderful thing a spider web is? You know, of course, that it is made of strong silk threads which the spider manufactures in his own body and spins as he needs them, but just consider for a second why he does it. When a man wishes to catch a great quantity of fish he makes a fish net out of twine and then lowers the net into the sea. When a spider wishes to catch a fly he makes a fly net out of silk and spreads it across the path of the fly. The man thinks he is clever when he makes his net, but he has to use twine that he buys in a store. The spider does not think he is clever at all, though he has to make for himself every inch of the silk rope that goes into his web.

There, did you see what happened just then? A big, brown fly has been caught in the web. Watch what happens! See how the spider winds silken threads around him until he is unable to move. See how easily the spider walks over the web. See how skilful he is in handling the sticky silk threads.

It seems to me that man has much to learn from the little creatures around him. Long before a silk mill was ever made the spiders knew how to make silk and how to weave it into strong nets with which to catch their food.

Goodbye! Make this a useful day.

Uncle Jed.

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Gardens of Words

The world is full of gardens. There are gardens of flowers, of course, that delight our eye as we pass by on the long road, and there are gardens of children as any one can see who watches the way that leads down to school on any spring day, and there are gardens of good thoughts all blossoming and beautiful in the minds of those who love goodness and truth. Besides all these and many others there are gardens of words full of sweetness and color and glory where the spirits of men wander and are refreshed. Today I came across such a garden. Because it *is* a garden of words I can invite you to walk into it and look around at its beauties.

Down at the foot of a page is this lovely view:—

"He swept the scythe through the grass, thinnish and full of ox-eye daisies, and sighing with a dry sound. And because the grass was so thin, you could watch the scythe, like a flash of steely light, through the standing crop before the scythe fell. And it seems to me now that it was like the deathly will of God, which is ever waiting behind us till the hour comes to mow us down; yet, not in unkindness, but because it is best for us that we leave growing in the meadow, and be brought into His safe rickyard and thatched over warm with His everlasting loving kindness."

At the foot of another page was this scene to look upon:—

"When a breeze came, the leaves lapped up the silence like the tongue of little creatures drinking. Up in heaven there were clouds like the bit of lace on mother's wedding-gown, and a setting moon as green as a young beech leaf. And down under the polished water was another moon, not quite so bright, and other clouds, not quite so lacy, and the shadow of the spire, very faint and ghostly, pointing across the water at us."

Mary Webb is a great gardener of words, and her gardens will not fade though she, herself, is no longer gardener in the world she loved and dealt with so kindly.

Out of the Dark Comes a Sudden Light

Last evening a firefly came and crawled upon the copper netting of my screen door. The silver sheen of the lower part of its body could be seen plainly from where I sat. Suddenly, as the insect crawled along, it gave forth a brilliant flash that the strong light of the electric bulb near at hand could not dim.

I had been reading a magazine that told of the strange wonders to be seen in the great laboratories where men struggle with electricity, mastering its silent powers and setting it to work in the harness of a thousand machines. One paragraph in the story had held my attention. It read: "It is possible now to light a home three thousand miles from the source of power and yet man has not mastered the thousandth part of the mysteries of this mighty force. Cold light still beckons the inventor; a light which shall have all the brilliancy of the arc and yet be of such gentle nature that it will not harm the hand that holds it."

I glanced up after reading this paragraph. The firefly flashed its bright message from the copper screen. Out of the dark of the night it had come on silent wings like a thought, like a glittering idea, a marvel of invention beyond the feeble understanding of even the wisest of men. What human genius was struggling to bring about, this tiny dark insect had solved within a winged body that could be crushed between the fingers of a child. I rose and placed my finger against the body of the firefly. The light came. I could feel no heat. That cold light was possible could not for a moment be doubted. The evidence was before my eyes.

Wonder for wonder, mankind is matched and beaten in the great game of life, and yet, in another and far more real sense, the doings of men are far more marvelous than the doings of any other creature. Man, alone,

reasons out his acts and goes outside of himself to bring into being the creatures of his thought. The firefly, in some unknown way, lights up its own path, but man, over his slender wire, sends the current from his roaring wheels to light up the paths of other men a thousand miles away. What man does, he brings forth from his own mind. Who can know or understand the greatness of the intellect that creates the firefly's gleam? It is as though nature is sent on ahead, beckoning man to follow, encouraging him in his discouragement by sending forth into his darkness a gleam, even that of a firefly, to light the way to greater things.

—

His Majesty, the Grand Crowd

There was once a mighty ruler known as the Grand Crowd who held court each morning in his garden. On a certain day, after all business had been cared for, the ruler sat back in his chair of state, removed his crown, and said:—

"Now tell me the news!" At once four men stepped forward and saluted. "Honored Sire," the first one said, "I am the eye that sees the doings of those who hate their brothers. Yesterday, at this hour, a man met another under the arch of the stone gate. The two eyed one another with evil looks. 'Yesterday,' said one, 'I bought of you an ox. I took the ox home, and today I find it dead. You have cheated me and I demand my money." The other made answer: 'You have eyes to see. You looked at the ox I sold you. That you did not see it was sick is no matter of mine, for surely the ox was not done up in a burlap bag."

"'The money I paid,' said the other, 'was enough for a sound ox. When you took it for a sick one you cheated me, as I said, and I demand my money.' 'I will give you nothing,' said the man who had sold the ox, whereupon the other, in a fit of rage, killed him on the spot. Now it happened that friends of the dead man were round about and they in turn took vengeance, so that not only is the ox dead, but both the seller and the buyer as well."

"That is justice," said the Grand Crowd. "Here is a gold piece, for your story has interested me. Are there no more murders?"

When the first reporter shook his head and stepped back the second came forward.

"Honored Sire," he said, "I am the eye that sees the doings of those who do unusual but impish things. This very morning a woman came into the village bearing a live hen in a wicker basket. For a second this woman placed the basket on the earth. A mischievous boy lifted the lid and released the hen. The hen flew wildly in through an open window and upset a candle; the candle set fire to the house; the house happened to be the home of the boy who lifted the lid."

The Grand Crowd laughed long and loud. "That is justice," he gasped as he held his stomach with both hands. "That is justice indeed. Tell me another of the same sort."

(To be Continued.)

—

His Majesty, the Grand Crowd —II

When the second reporter had no second tale to tell the third stepped forward.

"Honored Sire," he said. "I am the eye that sees only discord and trouble. Yesterday, at the twelfth hour, a man came home to his midday meal. It was not quite ready, whereupon he scolded his wife. His wife was tired and out of temper and dumped the whole dinner into the waste can; the man left the house and went back to his work unfed. In course of the afternoon, through weakness from lack of food, the man grew dizzy and fell from a ladder and hurt his back. Now the man is at home and the woman is preparing to go to work to take his place during the time he is getting well again."

"That is justice," laughed the Grand Crowd. "They were both fools and therefore both should pay. Tell me another of the same sort."

When the man had no further tale to tell, the fourth reporter stepped forward and bowed.

"Honored Sire," said he, "I am the eye that sees all that is talked about. Yesterday, as I went about the town, I saw a great crowd gathered about a tall pole. I looked up. A man sat crouched on the tip of the pole making faces at the crowd. The crowd laughed and clapped its hands.

"Who is that?" I asked. "That is the human rooster," answered a neighbor. "Listen! He is about to crow."

Just then the man flapped his long arms as he crouched on the pole and crowed. I assure you, Honored Sire, it would have done you good to have heard that crow. It was very much like that of the noisiest rooster I ever heard. At the sound of the man's crowing the crowd crowed, too, and when I left them, the man and the crowd were crowing at one another so lustily that my eardrums threatened to break. Thus was the man rewarded for his funny antics."

"That is justice," laughed the Grand Crowd. "Seek out that man and give him twice the salary of the Keeper of the Royal Library and three times that of the Teacher of the Public Schools. He is, indeed, a subject to be rewarded well. What else have you seen of this sort?"

"Nothing more," said the reporter as he bowed himself off.

Now it happened that a jester, who was also known as a fool, sat at the foot of the throne. In the silence that followed he jingled the bells gently on his cap. The ruler glanced at him. "Well," he said, "What has the fool to say?" The fool grinned.

"Honored Sire," he said, mimicking the voice of the last reporter, "I am the eye that sees only unnoteworthy things. Yesterday, as I went through the fields, back of the castle, I saw a white man helping a red man to dig a ditch. I said: 'My friend, why do you help dig this red man's ditch?' and he answered: 'Because he is my brother and his fields are wet and will not bear good grain, therefore I dig that he may prosper as he deserves,' and I said: 'What pay do you receive?' and the man laughed and said: 'The pay that cannot be taxed nor levied upon nor lost nor stolen by greedy men.' Now, Honored Sire, I report this thing since I know well that you are interested in all things that should bear a tax."

The Grand Crowd frowned. "That story of yours is nonsense and worthy of a fool," he said. "It is not even interesting. Who cares for the little doings of such men as these? If you were a really good jester you would bring me a story that would make me laugh."

When the Grand Crowd had gone back into the castle, the jester, who was also known as a fool, sat in the garden a long, long while. He was sad.

"This job of seeing the good in men is a thankless task," he said. "It is a thankless task for two good reasons: In the first place those who do the good are unwilling to have it talked about, and in the second place the rest of the world does not care to be set to shame. I think I shall go and seek employment with him of the mighty salary, the Human Rooster."

—

A Smile

Nothing on earth can smile but man! Gems may flash reflected light, but what is a diamond-flash compared to an eye-flash and a mirth-flash? Flowers cannot smile; this is a charm that even they cannot claim. It is the prerogative of man; it is the color which love wears, and cheerfulness and joy—these three. It is a light in the windows of the face, by which the heart signifies it is at home and waiting. A face that cannot smile is like a bud that cannot blossom and dries up on the stalk. Laughter is day, and sobriety is night, and a smile is the twilight that hovers gently between both—more bewitching than either.—Henry Ward Beecher.

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EDUCATION IN ACTION

7,000 Illiterates Will Be Taught

With an objective of having every illiterate resident of Buncombe County, North Carolina, of which 7,000 are now listed, able to read and write by 1930, all employers who have employees over fourteen years old who are unable to read and write are urged to give the names and addresses of such illiterates to the literacy director of Buncombe County and every effort will be made to teach them to write and read. "It is not only possible but practical to teach grown folks to read and write, as the 5,000 grown folks who have learned to read and write in Buncombe County since the adult literacy work started prove," Mrs. Elizabeth Morriss, director, said. About twenty teachers are working in the city and county on the literacy campaign.

Air School In St. Louis

Public night schools in St. Louis, Mo., are offering this year a course of aeronautics, the first of its kind in the St. Louis public schools. Theory and functions of an airplane, with subtopics such as design, weather and navigation, will be taught by competent pilots. More than 15,000 students over the minimum age requirement of fourteen years are expected to enroll in the night schools this year. Courses include such diverse subjects as journalism, bricklaying, interior decorating, electricity and salesmanship.

Mrs. Lindbergh Sails to Turkey

Mrs. Evangeline Lindbergh, mother of Colonel Charles A. Lindbergh, has sailed for Turkey, where she has accepted a post as visiting professor of chemistry at the Constantinople Women's College. She was accompanied by Miss Alice Morrow, sister of the American Ambassador to Mexico, Dwight W. Morrow, who is going to Constantinople to act as hostess at the same institution.

City Schools Teach Dancing

Cleveland each year offers free dancing lessons to all its youth, rich and poor, and from 400 to 500 pupils receive the expert instruction of Miss Helen Jeanette Wheeler, dancing master employed by the city. So far as Miss Wheeler knows, Cleveland is alone in operating such a plan. "The children dancing together help to build up a unified civic spirit," she says. "Children on the east side, children on the west side, receiving the same attention and working together in the project, cannot help producing a better spirit." The municipal instruction, given in various gymnasia and other centres, also frequently "finds" outstanding talent among the children who without this aid might never be "discovered" or developed.

Teacher Neutral On Bare Leg Issue

Mrs. Winifred Van Hagen, California's assistant state director of physical education, has her fingers crossed when it comes to ruling on whether high school girls should bare their legs. To bare 'em or not to bare 'em, says Mrs. Van Hagen, is strictly a problem of one's own household, not the school.

Durant's Offer Meets Opposition

W. C. Durant, motor magnate, who recently offered a $25,000 prize for the best plan to make the eighteenth amendment effective, has announced an extension of the competition to students of preparatory and high schools. The student submitting the winning plan will receive $1,000 and his school $4,000. Plans received in the school competition, if of sufficient merit, also are eligible to compete for the $25,000 prize. Dr. William J. O'Shea, superintendent of schools, declared with measured emphasis that the high schools of New York City would not be permitted to have anything whatever to do with this contest. "Prohibition," said Dr. O'Shea, "has resolved itself into a partisan question. The New York schools cannot go into a contest like that proposed by Mr. Durant, for this fact makes it a partisan contest. I abhor the use of alcohol by young people. I have many times sent circulars to the school principals requesting them to do everything they can to prevent the use of alcohol and tobacco by their students. But in this matter we have gone as far as we can without offending public opinion." Other cities are already lining up with New York.

Safety Drive Planned in Schools

The New York Safety Committee is planning an extensive campaign to be carried on in the public schools while the seventeenth annual safety congress is meeting in New York City. With the permission of the Board of Education 50,000 posters on safety will be distributed in the schools, one in each classroom. The committee also will ask the board to have each teacher give one safety lesson during the week. More than 20,000 children of school age were killed in accidents last year, and it is the aim of the congress to reduce the death toll among children.

Interests of Aerial Activities Organize

To help high schools to establish up-to-date and competent departments of aeronautics, and to aid universities and colleges in the establishment of schools of aviation are among the purposes of the American Aeronautical Association, which has been founded in San Marino, Calif. Plans are developing for the establishment of the association on a nation-wide basis. Governmental authority to endow, maintain and supervise aeronautical libraries, technicians and professors of aviation is being sought by the organization.

Chinese Pupils Issue "Mandate"

Pupils of the Peking middle schools, boys and girls from twelve to sixteen years of age even less advanced than pupils of that age in the United States, have become so thoroughly imbued with "the new idea" that they have organized a union and have "issued a mandate" to the educational authorities setting forth exactly what kind of men must be appointed as principals of the middle schools. The requirements are unique, and, except in the case of clause No. 2, rather vague. They specify: 1. Middle school principals must have a clear understanding of the Three People's Principles of the late Dr. Sun Yat-sen. 2. They must have been engaged in local educational work for at least three years, and must be well known among local educators. 3. They must all be recognized as men of character. If these requirements of the pupils' union are not met, say the youngsters, they will refuse to attend school. In view of the fact that all tax receipts are being used for military and administrative purposes and none for school purposes it is unlikely that the middle schools will be opened on schedule, so the "mandate" of the pupils dwindles in importance.

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La Grande Chartreuse To House Scholars

La Grande Chartreuse, that monastery of the Alps which was founded by Sain Bruno in 1084, is to become again the home of scholars and of students. They will not, however, be monks. Since 1903, when religious orders had to leave their domains, the great monastery has been uninhabited and visited only by tourists. But now there is a plan to make good use of this peaceful place. Part of the buildings will be refurnished and converted into a great hostelry to which will be admitted only university professors, scholars and scientists, who wish to work quietly in congenial company. There will be a hundred rooms and every nation will be represented. La Grande Chartreuse will be a kind of intellectual centre for the world during holiday time.

Railway Clerks' Sons Win Two Scholarships

Two scholarships, each worth $600 annually for four years and bearing the name of Frank Thomson, formerly president of the Pennsylvania Railroad, have just been awarded to John Adam Zapp of Paoli, Pa., son of the head clerk in the accounting department of that railroad, and Joseph Parker Irwin of Palmer, Mass., son of a one-time clerk also employed in the accounting department of the Pennsylvania. Eight scholarships for sons of employes of the road were established in 1907 by the sons and daughter of Mr. Thomson. The appointees are chosen through competitive examnations. Mr. Zapp will attend Haverford, while Mr. Irwin will enter Massachusetts Institute of Technology.

German Study Drops in France

In a bulletin recently issued by the Association of Professors of Living Languages in France it was declared that unless immediate steps were taken the teaching of German would disappear in a number of French schools. According to them it has already become necessary, owing to the lack of pupils, completely to suppress the German courses in an alarming number of French "lycees" and colleges and the size of classes in others is dangerously reduced. The discovery is causing agitation and newspaper editorials all the way from Toulouse to Paris. All unite on one point. It is not the students who are to blame, but the parents and—according to many—the professors who are still harboring war-inflicted animosities. It is said to be well known in Paris that practically the same situation with regard to the French language exists in Germany.

Yale Abandons Honor Examinations

Yale has tried the honor system in examinations and found it wanting. The fall sessions in all classes except the academic freshman class and the Sheffield school will find the old system of supervised examinations in force. There will be no more examinations given at which at least one instructor is not present in the capacity of a proctor, it is understood. Under the honor system the examinations were taken by men "on their honor" not to cheat and to report any cheating which they saw in progress. The unpopularity of the system was due, it is believed, to the students' refusal to act as censors of their fellows in the examination rooms. Last spring the situation became such that the student council, composed of undergraduates, asked the faculty of the university to renounce the honor system and substitute the old method of supervision.

Eye Defects Revealed in Survey

The United States public health service announced that examination of the vision of 2,000 school children conducted by a physician trained in defects and diseases of the eye showed that forty-five per cent. of them actu-

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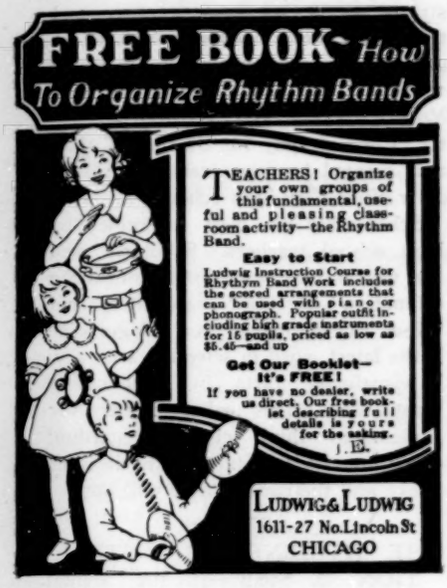
ally needed glasses for school work. The children, it stated, were not a selected group and therefore the result might be considered as representing conditions in the general school population of the country. The surgeon-general emphasized the importance of making visual tests of school children at least twice a year because, he said, near-sightedness may progress rapidly within a year. These studies show, the service stated, that while sixty per cent. of the children may read normally on the vision test chart, thirty-two per cent. of these are definitely far sighted and are constantly straining the eyes in near work.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TREND OF THE TIMES

ALL VOTING in New York City in November will be by voting machines. This is the first presidential election in which all the voting will be done by machinery. Machines have been used for several years in a number of election districts in the city, but delivery of the final batch of 100 machines has assured a number sufficient to supply all the polling places.

AMERICAN industrial efficiency, not Russian communism, is furnishing the inspiration for Chinese Nationalism, says General Chien Ta-chun, in charge of the Shanghai military organization. "There has been no war in America for more than sixty years," he declared, "and people devote themselves to construction rather than destruction, which seems to be the order of the day in China."

INFANT MORTALITY for 1927 is the lowest ever reported by American cities, according to the American Child Health Association. For the 683 cities in the birth-registration area, the rate was 64.9 per 1,000 live births, as compared with 73.7 for 613 cities in 1926. As has been the case for several years, the largest cities as a group had the lowest rates.

YOUTH MOVEMENT in Germany, which is the outcome of a determined rebellion inaugurated back in pre-war days and aimed at the rigid system of Prussian militarism, has spread to practically every corner of the country, and is today threatening to change the whole social, educational and perhaps in the not very distant future, political aspect of the nation. It has dedicated itself to the achievement of a better understanding between the German youth and his teachers and parents, in addition to setting itself sundry other goals.

HAY FEVER, although attacked by science and the established clinics in many hospitals, will strike 1,000,000 Americans this year, according to Dr. A. W. Leschier, director of experimental medicine in the Parke-Davis Research Laboratories. "It has been variously estimated that the economic loss from hay fever this year will be $50,000,000 to $100,000,000. Many of the sufferers lose from four to six weeks of work out of each year."

AFGHAN ARMY will be supplied with rifles and cartridges by government employees who must give up a month's pay for that purpose. All other citizens more than fifteen years old will be forced to contribute five Afghan rupees. This levy was provided for in a decree railroaded through the all-Afghan national convention, called the Djirga, by King Amanullah, who has returned from a grand tour of Europe.

CANADA, for the first time, has surpassed all other countries in its purchases of the products of the United States. In the year before the war Canada bought $344,000,000 worth of our goods as compared with $594,000,000 by the United Kingdom, long our foremost market. In the twelve months ended June 30 this year our exports to Canada were valued at $862,000,000, while the United Kingdom was second, with purchases amounting to $809,000,000.

NEW CABLE is being laid between Bay Roberts, Newfoundland, and Horta, in the Azores, by the Western Union. It is the first ocean cable to connect these two points. Dominia, the cable ship, has 1,341 miles of wire coiled in her hold to lower to the bottom of the Atlantic. The distance between Bay Roberts and Horta is 1,264 miles, but because of the peaks and valleys on the ocean floor the copper strand must be considerably longer.

FRATERNAL ORDERS are losing membership because of the automobile and radio, according to William A. Clark, State Senator of Urbana, O. "The former lodge man now takes his family automobile riding or remains home to listen to the radio instead of going to lodge meetings," Mr. Clark asserted.

THERMOMETER not only registers temperature but records the amount of crime committed, according to the National Probation Association, which has just announced the results of a study indicating that crime increases with the temperature, and various degrees of temperature affect particular kinds of violence. Assault and battery, murder, and crime against morals reach their maximum in July and August. In winter crimes against property are more numerous.

BIG BUSINESS of movies, as told by Will Hays: "Our product reaches 250,000,000 consumers per week. We employ more men and women than Ford and General Motors combined. Investment in the motion picture field now exceeds $2,000,000,000."

The BOOK TABLE

POLITICAL SCIENCE AND GOVERNMENT. By James Wilford Garner, Ph. D., LL. D., University of Illinois. Cloth. 821 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This is an elaborate historical study of government in the Old World as well as in the New World. There is an unprecedented amount of information in these more than eight hundred pages. It is practically impossible to make such a book and not have the opinion of the author play an unwise part. It is not our custom in reviewing a textbook to assume to impose our opinion upon the readers. As a rule we think it is our mission to magnify the author's purpose in preparing the book and to speak of the way in which the author achieves the end he seeks; but in the case of Political Science and Government so much mischief has been done and is still being done by unjustifiable propaganda that we cannot resist the temptation to be entirely frank and say that we think it is mischievous to have children in this day learn that after the Civil War "the enfranchisement of the negro race, followed as it was by the rise of negroes to power in the Southern states, and the resulting orgy of extravagance, corruption and misgovernment, led a number of those states, when the white race finally succeeded in recovering the power of which they had been dispossessed, to adopt educational and other restrictions for the avowed purpose of disfranchising the mass of the negro population."

There is nothing in that that has anywhere in it a study of the functions of government. It is the intrusion of a bit of history that the author evidently enjoys magnifying. There certainly should be some authority able to require that authors of school books confine themselves to the subject that they pretend to teach.

COMMUNITY CIVICS. By Howard C. Hill, University of Chicago High School. Cloth. 471 pages.

VOCATIONAL CIVICS. By Howard C. Hill. Cloth. 365 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The professional characteristic of the authorship of Howard C. Hill is the fact that he never goes back to day-before-yesterday situations of any kind and does not pretend to consider the day-after-tomorrow effect of his interpretation of vocational or community interests.

We know of no one who has dealt with this vital problem of to-day with as clear an understanding of the immediate cause of present conditions and immediate results of a suggested treatment of problems that are pressing for immediate solution.

Nowhere in school text literature do we know two books that deal with as many vital problems in as virile a way, with absolutely no fussing and puttering in a useless way with useless pretended situations.

A SYLLABUS ON VOCATIONAL GUIDANCE. By Verl A. Teeter, Tulsa. With an introduction by P. P. Claxton. Cloth. 217 pages. New York: The Macmillan Company.

Vocational Guidance is the culmination of a series of school activities which began half a century ago with "Manual Training," whose slogan was: "Learn to do by doing," and in turn sloyd from Sweden, "Arts and Crafts" from England, industrial education and trade schools, which needed vocational guidance.

Dr. Claxton, always clear and forceful in statements, presents the need of this book of Mr. Teeter so effectively that we quote from it:—

"In America, life, work and citizenship are more nearly one than in any other country or at any other time. Every American citizen is expected to have some useful occupation through which self-support and public service may be assured. The value of the citizen depends, to a large degree, on the intelligence, spirit, and energy with which the occupation is pursued. The choice and successful pursuit of an occupation is made ever more difficult by the magnitude and variety of our industrial and commercial enterprises, our extensive use of complex machinery, our division of labor, specializations in professions, and the intricate and far-reaching interrelations of industrial, social and civic life.

"All these things emphasize the importance of the study of occupational civics, which has been introduced into many American high schools. High school courses in so complex a subject should give boys and girls a broad view of the subject, a right perspective, a sure grasp of essential principles, and such a vital interest that they may be led to continued study. Directions for the discovery and use of source materials for this study are necessary."

NEW PHYSIOGRAPHY FOR BEGINNERS. By Albert L. Arey, Girls High School; Frank L. Bryant, Erasmus Hall High School; William W. Clendenin, Wadleigh High School; William T. Morrey, Bushwick High School, all of New York City. Cloth. 613 pages. New York, Boston, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

Contrary to popular impression there have been no better school masters in the New World than in New York City. This is easily demonstrated in the last half century, and there have been no better makers of school books than among the men and women in the public schools of New York City, and there has been no better "Physiography for Beginners" than that created by four teachers in four New York City high schools.

Scholarship has been magnified by high school teachers. Scholarly men and women have won distinction in the estimation of their associates, and "New Physiography for Beginners" is the latest word in scientific accuracy, in visualizing facts by illuminating illustrations. This makes it easy for students to think clearly regarding every important feature of the heavens above and the earth, inside and out.

THE HYGIENE OF INSTRUCTION. A Study of the Mental Health of the School Child. By Lawrence Augustus Averill, Ph. D., State Normal School, Worcester. Cloth. 386 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

From an entirely new angle Dr. Averill presents the trend of education, good and bad, at various stages in American education in the last thirty years especially. He magnifies the mischievous tendencies of former days—not very far back—and is rather critical of early attempts to improve the school work.

There can be no question but that he tells the truth rather severely when he says: "We have stressed laws of learning and principles of teaching to the neglect of child development and principles of character and personality evolution; we have, in brief, magnified the intellectual side of a pupil's development and minimized shamefully his moral and emotional and social side. The end result has been to turn out teachers able to go passably through the approved motions of teaching a lesson in this subject or in that, but woefully incompetent to deal with the other sides of a child's nature."

HYGIENE and ECONOMY

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GRINS BETWEEN GRINDS

A Family Plant

"This plant," said the gardener, "belongs to the begonia family."

"I see," said the lady. "How kind of you to look after it while they're away."—The Progressive Grocer.

Good Riddance

Porter: "Did yo' miss dat train, suh?"

Irate Traveler: "No! I didn't like to see it around, so I chased it out of the yard."

Treating Him Gently

She was in Alaska looking over a fox farm. After admiring a beautiful silver specimen, she asked her guide: "Just how many times can the fox be skinned for his fur?"

"Three times, madam," said the guide, gravely. "Any more than that would spoil his temper."

Mary Knew

Teacher—"The sentence, 'My father had money,' is in the past tense. Now Mary, what tense would you be speaking in if you said: 'My father has money'?"

Mary—"Pretense."

An Exception

"I am not accustomed to call my chauffeurs by their first name, Clarence. What is your surname?"

"Darling, madam."

"Drive on, Clarence."

How, Indeed!

Boss—"Mike, how did the accident happen?"

Mike—"Well, boss, ye see, 'twas like this. I was drivin' me truck up State street, when I had to stop suddenly, and a fellow in a big Packard crashed into the rear end of me truck. Shure it didn't hurt his machine very much, but he jumped off and ran up to me and shakin' his fist said: 'Hey you little Harp, why didn't you put out your hand?' 'Put out me hand?' says I. 'Ye dang fool, if ye couldn't see the truck, how the divil could ye see me hand?'"

Preparedness

Mother—"Junior, you didn't wash your face this morning."

Efficiency Expert's Little Boy—"No, mother—I heard you say we were going to have grapefruit for breakfast."

They Surely Do

"When do the leaves begin to turn?"

"The night before exams start."—Drexerd.

Over the Fire

"And now," said the teacher, "will some one please give us a sentence using the word 'candor.'"

"Please'm," said the bright little boy in the front seat, "my papa had a pretty stenographer, but after ma saw her he candor."

Dad's Dreams

Hubby didn't show much interest in the newly arrived baby, and the young wife was disturbed. She was overjoyed one night to discover him standing over the baby's cot.

"A penny for your thoughts," she said, tenderly.

Startled, he blurted out: "For the life of me I can't see how anybody can make a cot like that for $4.50."

Crowded

Judge—"Why have you not made these alimony payments?"

Defendant—"I can't start till week after next, Judge. There are still two installments due on the engagement ring."

Why Teachers' Eyes Need Care

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What Education Means

By JOHN ERSKINE

No matter how thorough our education during school days may be, only continued self-education can teach us how to enjoy our place in the sun.

A man who applies himself to his business is likely to prosper before he is forty or fifty years old. He then has a reasonable prospect of several decades of health and increasing leisure. But if he has learned only what was necessary to get him on in his business, these years ahead of him will be full, not of opportunity, but of embarrassment and disappointment. He will not be able to use his leisure, at least not to the best possible advantage. When the need of action is ending and the man has time to think, he enters the society of his more thoughtful fellows. But to take his place among them he needs such a body of information as the activities of his youth have not provided.

When men and women come to this point in life they often turn critics of the education they had in childhood. The criticism is essentially unjust. In one way only does American education prepare for success—it tries to tell us how to reach it; but it rarely shows us what to do with it.

Many of us have been assuming that our education was over when we left high school or college, and that to resume our education in any way is to admit failure and retrace our steps.

Society is just beginning to realize the mistake in this point of view. The education of our youth was indeed a failure if, after we are out of school, we can learn no more. The phrase "adult" education means for too many of us a sort of rescue work for those unfortunates who missed adequate training in their youth. The fact is, however, that we did have adequate training. We forget that those men and women who amount to anything in this world never cease their education for a moment. We need only the courage to begin.

The man who has the courage and capacity for self-study can master any problem with which he wishes to become familiar by a surprisingly small amount of reading. The plea of having no time shows merely a lack of courage, for uninterrupted time does not offer itself in this modern world. The willing self-student need not be overawed by the fact that the thing he wishes to study is in a foreign language. In six weeks, he says, a reading acquaintance with a language can be mastered.

Idly turning to travel or following certain sports is usually merely idling. Travel as a mere amusement or a way of spending a summer is one of the most fruitless and expensive commotions we can make in the world. But if before traveling we have organized our curiosity and prepared ourselves by reading to appreciate what we see, foreign lands will have a meaning for us and a visit to them will be a discovery of ourselves, a revelation of our own lives.— October American Magazine.

When is a Man a Success?

When is a man a success?

When he refuses to slander even his enemies.

When he does not expect to get good pay for poor service.

When he does not wait until tomorrow to do the things that should be done today.

When he is loyal to his employer and not false to the ones with whom he works.

When he intelligently co-operates with the other members of the organization.

When he is studying and preparing himself for a higher position with better pay.—The Silent Partner.

Meetings To Be Held

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

4-5: All-State Conference for Vocational Homemaking Teachers, Western Illinois State Teachers College, Macomb. Adah Hess, supervisor, Springfield, Ill.

5-6: Illinois State Home Economics Association, Macomb, Illinois. Adah Hess, Springfield, Illinois.

4-5: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Potsdam, N. Y.

10-12: Wyoming State Teachers Association, B. H. McIntosh, High School, Cheyenne; Casper, Wyoming.

11-13: Vermont State Teachers Association, Bertha P. Lambert, 310 Gage Street, Bennington; Rutland, Vermont.

14-17: Missouri State Teachers Association, Kansas City, Missouri. President, Eugene Fair, Kirksville, Missouri; secretary, E. M. Carter, Columbia, Missouri.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-19: Northeastern Indiana Teachers Association, Fort Wayne, Indiana.

18-19: Southwestern Indiana Teachers Association, Evansville, Indiana.

18-20: Indiana State Teachers Association, Charles O. Williams, 205 Hotel Lincoln, Indianapolis,; Indianapolis, Indiana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joliet, Ill.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Seattle, Wash.

24-27: Montana Education Association, R. J. Cunningham, 9 Kohrs Block, Helena; Great Falls and Missoula, Montana.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

25-26: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Schenectady, N. Y.

25-26: Washington Education Association, Arthur L. Marsh, 707 Lowman Building, Seattle; Bellingham and Walla Walla, Washington.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

25-27: West Tennessee Education Association, O. H. Jones, West Tennessee State Teachers College, Normal, Tennessee.

26: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Hendersonville, North Carolina.

26: Franklin County Teachers Convention, Greenfield, Mass., M. C. Moore, President, Greenfield.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

26-27: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Utica, N. Y.

31-November 3: Nebraska State Teachers Association, Everett M. Hosman, 511 Richards Block, Lincoln; Chadron, McCook, Lincoln, Norfolk and Omaha, Nebraska.

NOVEMBER

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

1-3: New Mexico Educational Association, John Milne, Albuquerque; Albuquerque, Mexico.

2: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Charlotte, North Carolina.

2-3: New York State Teachers Association, Harlan M. Horner, 212 State Street, Albany; Buffalo, Rochester, New York.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque, N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

5: Wisconsin Association of Mathematics Teachers, Miss Root, Racine High School, Racine, Wis.; Milwaukee, Wis.

5: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Durham, North Carolina.

7-9: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

7-9: North Dakota State Education Association, M. E. McCurdy, 11 Magill Block, Fargo; Grand Forks, Minot, Jamestown, North Dakota.

8-9: Kansas State Teachers Association, F. L. Pinet, 315 W. 10th Street, Topeka; Hays, Hutchinson, Fort Scott and Topeka, Kansas.

8-10: Wisconsin Teachers Association, B. E. McCormick, Beaver Building, Madison, Wis.; Milwaukee, Wis.

8-10: Minnesota Educational Association, C. G. Schulz, 919 Pioneer Building, St. Paul, Minnesota; St. Paul, Minn.

8-10: Kansas State Teachers Association, F. L. Pinet, Topeka, Kansas; Topeka, Kansas.

8-10: Arkansas Educational Association, H. L. Lambert, Box 1086, Little Rock, Ark.; Little Rock, Ark.

9-10: Wisconsin Association of Modern Foreign Languages Teachers, Mariels Schirmer, University of Wisconsin, Madison, Wis.; Milwaukee, Wis.

8-10: Arizona Education Association, W. T. Machan, Creighton High School, Phoenix; Phoenix, Arizona.

8-10: Colorado Education Association, W. B. Mooney, 530 Commonwealth Building, Denver; Grand Junction, Pueblo, Denver.

8-10: Delaware State Education Association, Robert E. Shilling, Supt., Milford; Newark, N. J.

8-10: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines; Des Moines, Iowa.

8-10: Minnesota Education Association, C. G. Schulz, 919 Pioneer Building, St. Paul; Minneapolis, Minnesota.

9: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Greenville, North Carolina.

9-10: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Ithaca, N. Y.

10-11-12-13: New Jersey State Association, President Henry P. Miller, principal, Senior High School, Atlantic City, N. J. Atlantic City, N. J.

10-13: New Jersey State Teachers Association, Charles B. Dyke, R. 304 Stacy-Trent Hotel, Trenton; Atlantic City, New Jersey.

14-16: Arkansas Educational Association, H. L. Lambert, 219 Glover Bldg., Little Rock; Little Rock, Arkansas.

15-16-17: West Virginia State Education Association, Charleston, West Virginia. J. H. Hickman.

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